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ABSTRACT

An overview is presented of Portland Community College's plans to create the Rock Creek campus, scheduled to open in January 1976. The physical environment is considered to be an important factor in a student's cultural and aesthetic experience, and all facilities have been designed with this in mind. The philosophy guiding campus planning is one of maximizing college-community interaction. It is hoped that the campus architecture will blend into the community and that the campus will be considered as a cultural and educational center for local community residents of all ages. Within a "shopping center" format, all offerings will be openly displayed, clearly labeled, priced, and described. Modular scheduling, performance objectives, and core curricula will characterize the student-centered learning process. The campus will undertake periodic educational audits to keep programs abreast of changes in technology, knowledge, and community needs. Facilities will include an Educational Clinic for diagnosis of individual student needs and a Learning Resources Support Center. Satellite units, TV courses, and mobile learning units will also be a part of Rock Creek's educational services. (DC)

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a community based educational shopping center

Amo De Bernardis

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Preface

The Rock Creek Center is another link in Portland Community College's plan to provide access to educational opportunities for all people of the college district. The vision, the dream, and the plans for Rock Creek have been developed around the concepts that education is a lifelong experience, that all education is worthwhile, and that people need education to participate effectively in our society.

The Rock Creek vision is focused on people and their educational needs. Like all dreams and visions, they must be tempered by reality.

This publication presents the total plan for the dream at Rock Creek. Forces outside the college, however, have made it necessary to temper the vision; Portland Community College's Rock Creek Center will not employ the complete concept. The requirements of environmental groups, planning commissions, regional planning agencies, and other forces were responsible for modifying the original blueprint.

The ideas, the concepts, and the plans set forth in this brochure are goals which are designed to meet both present and future educational needs of the citizens. They are based on the idea that our society and its citizens need and want access to education through their life span. It recognizes that with a diverse population many kinds of programs, courses, and services are needed by people. Rock Creek supports the concept that the college cannot remove itself from the community but must be an integral part of the community life. The college must flow through the community and the community through the college.

One hears a great deal about community involvement in planning where people can voice their needs, their wants, and their desires. Rock Creek is a testimonial to this ideal. Many people from all segments of the community were instrumental in developing the plan for the Rock Creek Center. A list of these workers and agencies is shown in Appendix A, and I want to personally thank them for their efforts. One group in particular deserves special mention. The Portland Community College Board was tenacious in its dedication to Rock Creek and its concept. It was their support which gave the planning team the energy to prevail in spite of many barriers. Without their support and encouragement the Rock Creek idea would have died.

Special thanks must go to my wife Jessie and to Roy Lindsay, who spent many hours listening to my dreams and frustrations and who encouraged the writer to not give up the fight to make Rock Creek become a reality.

Although the total vision cannot be achieved at this time, the dream will not be forgotten. I believe the people of the college district will respond to the educational opportunities which will be available to them at Rock Creek. Whether the vision at Rock Creek will achieve its potential will be determined by the people who will use it and those who will operate it. Bricks and mortar do not make an educational institution, but people do. I am sure that the will of the people will prevail in making Rock Creek a vital educational center for the community.

Amo De Bernardis
October, 1974

To survive, our society needs an educational system which allows each individual to reach his potential.

In our society rapid and dramatic change is a constant, and social institutions must find faster and better ways of adapting to human needs for education.

Survival in the midst of change

Man must have education if he is to survive. Education is essential if man is to pass on his tradition, his heritage, and his knowledge. In primitive societies education was a relatively simple process of father-to-son and mother-to-daughter teaching. As societies became more complex, the job of education was given over to a social institution, the school. Traditional schools satisfied the needs of an industrial society in which change was a slow and gradual process. In a nuclear and electronic age, however, change is no longer gradual; it is instantaneous.

There have been more changes in our technology in the past seventy-five years than in all previous history. The invention and use of television, telephones, computers, jet travel, space exploration, and electricity have dramatically altered our society in the short period of one lifetime. But man has also created a host of social problems—pollution, overpopulation, disillusioned youth, and unemployment. Modern society needs an educational system which is relevant to people's needs, developing citizens who can work on solutions to man's social, economic, and political problems.

Education must be seen as a continuous process from birth to death. If our society is to continue its leadership role in the world community, it must have an educational system which makes it possible for all of its citizens to obtain broad educational services on a continuous basis close to home or work.

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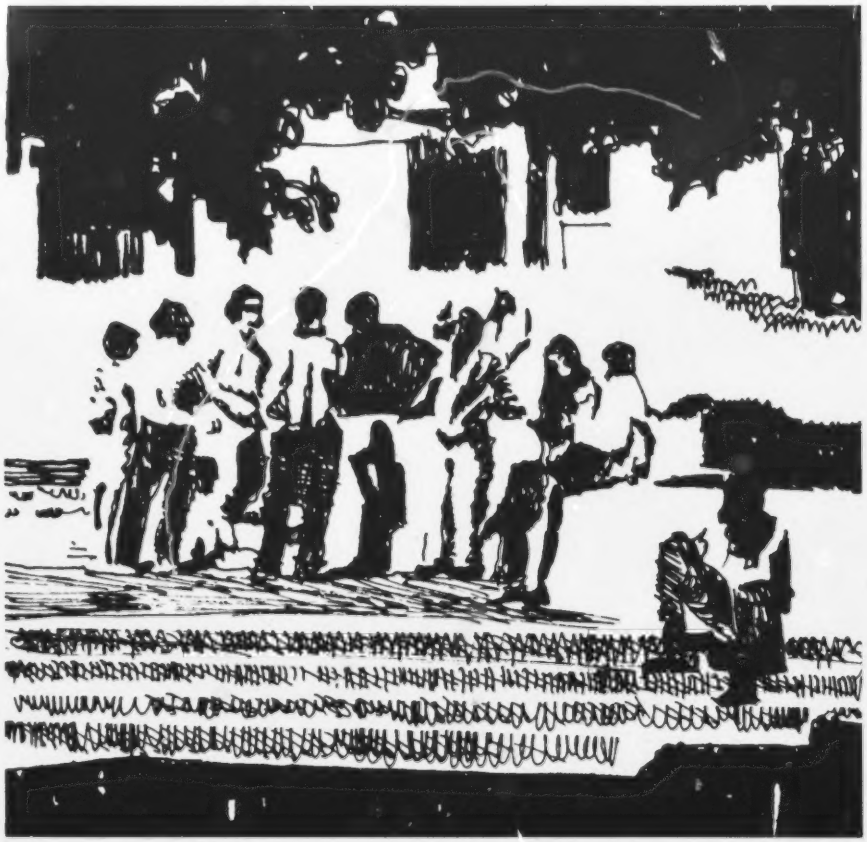
Portland Community College's Rock Creek Center



The word "community" in the name Portland Community College is a key to the college's philosophy which is founded in the conviction that citizens will avail themselves of educational opportunities if they are accessible, convenient, and relevant to human needs.

The community college is an American institution created to cope with a large group of citizens who need post high school educational opportunities. Portland Community College was organized to meet the needs of this large segment of the Portland, Oregon, metropolitan population.

Established in 1961, PCC is a relatively new institution. Few people would have projected that by 1974, more than 50,000 persons each year would participate in the educational activities of the college.

When PCC separated from the Portland Public Schools, forming its own education district, it made a commitment to provide educational facilities close to the people—a learning center for Washington County was included in those early plans.

The word "community" in the name Portland Community College is a key to the college's philosophy which is founded in the conviction that citizens will avail themselves of educational opportunities if they are accessible, convenient, and relevant to human needs.

Looking ahead to the future, the Portland Community College Board approved the purchase of 250 acres of land in Washington County in 1970. In May of 1973, architects were employed, and the planning for Rock Creek accelerated.

The decision to build the Rock Creek Center offers Portland Community College, the planners, and the community an opportunity to implement the concept of education as an integral part of each person's lifelong experience.

Education: A changing concept

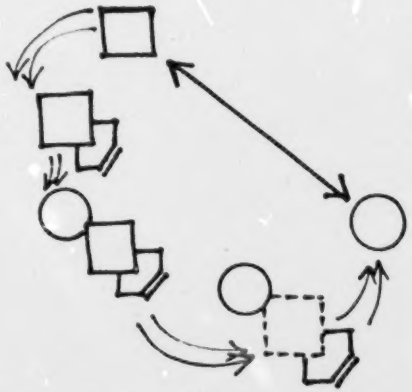
Education, like all professions, has its traditions and mores. All established institutions resist change, and education is no exception. It has been said that it takes a minimum of fifty years for a new idea in education to be generally accepted into practice. In a modern world of instant communication and jet mobility, society cannot wait this long for change. The demands of society on education are so great that the educational establishment must adapt and change more rapidly if it is to survive.

Portland Community College is committed to making education a relevant part of each student's life. It is committed to assisting each student to plan an educational program to meet his individual needs, regardless of his age or previous experience. It is committed to providing education to all segments of the community, both on and off campus.

Considering the large numbers of people and their diverse backgrounds, it is imperative that programs, staff, and facilities be coordinated to meet these needs. The traditional concept of a college removed from the community is outdated.

In reality, the college campus is the district. It is made up of people who have a variety of educational needs. Too often we think of an educational institution as a place where teachers dispense information to students who in turn, through examination, give back to the teacher what they have learned. The college must be more than a dispenser of information. It must be a living, dynamic community which relates to students and to the larger community. The community college must be an integral part of the societal fabric.

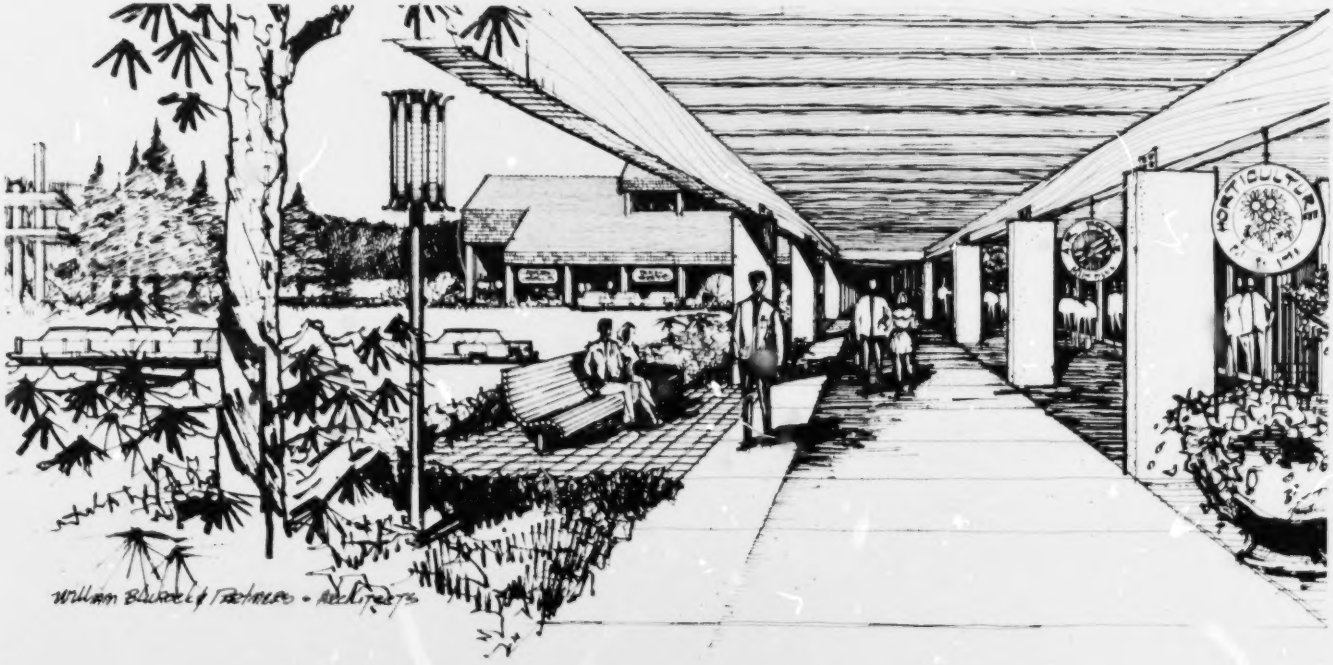
The educational process is much more than what takes place in the classroom or the laboratory. The buildings, their design and aesthetic qualities, and the people who make up the staff are the really important aspects of the educational process. Couple these with the potentials of community resources, and one has the ideal setting where truly effective and relevant education can take place.



CHANGE IS CONSTANT, AND SOCIAL INSTITUTIONS MUST FIND FASTER AND BETTER WAYS OF ADAPTING TO IT.

The vision of learning society . . . can be realized. A world community learning to be civilized, learning to be human, is at last a possibility. Education may come into its own.

Robert M. Hutchins



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An opportunity for creative planning

In planning and building a college learning center, we are faced with an exciting challenge. The broad scope of educational and community needs demands that we seek out the most creative solutions to this problem.

The excitement of planning a new learning center is further heightened by the fact that we are presented with a rare opportunity to develop this facility within a relatively new community. Coinciding with Portland Community College's need for a site is the realization of a 15-year dream for the people of Washington County to establish a college facility in their area. Here is a chance to apply the best of what is known about planning for the future. The community at Rock Creek must not repeat past mistakes; it will build on the past to create a dynamic environment which integrates all the facilities and institutions of modern life — housing, schools, shopping centers, parks, a transportation network, museums, theaters, churches, agriculture, etc. — into a true community.

Challenge to the planners

If Rock Creek is to be a significant and successful learning center, those involved in the planning must be excited and committed to some of the basic ideas and concepts to be achieved. The following are some of the basic ideas which will guide the planners. It is through these concepts that the educator, student, architect, engineer, and builder will bring into reality a learning center to meet the educational needs of all the people.

Interface of college and community

The college should interface with the community and not be an island removed from the dynamics of everyday life.

Often a college is built with little thought to its relationship to the community. The community college concept emphasizes the college's close tie to the community and its citizens. It is this fact which makes the planning of a new campus such an important undertaking.

The plan for the new campus should make the programs and facilities easily accessible to all of the people in the community. The plan must make it possible for the community and the campus to intermix their activities. The joint use of gymnasiums, auditoriums, health clinics, shops, banks, offices, etc. should be given thorough consideration. Properly planned and conceived, these areas will provide people with needed services and at the same time provide the college with "laboratories" for learning. The college center can provide the community with many cultural experiences—plays, art exhibits, music festivals, concerts, public forums. All can be an integral part of the college operation. The center will in fact be a cultural as well as educational center for the community; it will be, in reality, a city where ongoing community activities will have a place on the campus and will provide students with realistic learning laboratories.

The true worth of a man is to be measured by the objects he pursues.
Marcus Aurelius

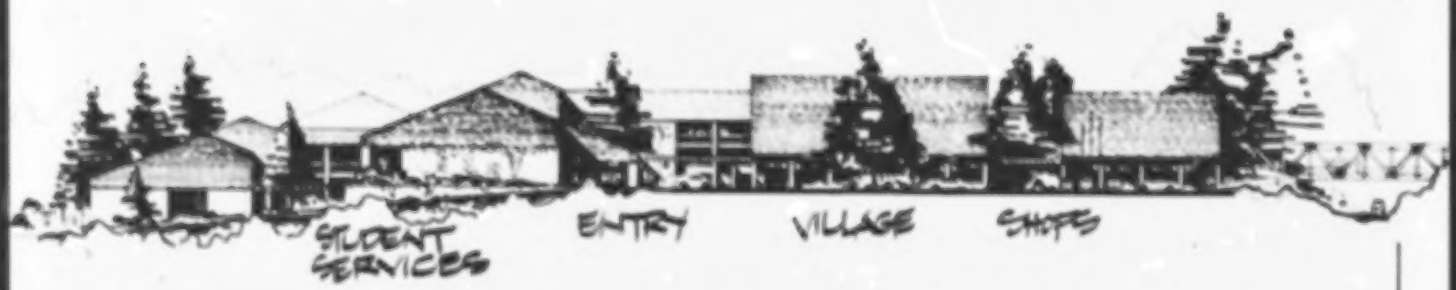
The main thrust of education must be directed to the learner. It is for him that society maintains educational institutions, and it is he who should profit from the teaching and learning process.

The student is the reason ●

The student is the center of focus for planning. He is the person to be served. The organization, staffing, and programs all should be designed to give him the best educational experience possible. The facilities must be planned and designed to meet the many needs which students have beyond the classroom or laboratory. This "home" must provide spaces and facilities which will in architecture, design, and aesthetic qualities convey to him that the college has been built for him. These needs vary—a place to park his car, places to eat, a restroom which will allow him to shower, or a place to rest; he needs places to relax and converse with friends or staff; bookstore and clothing shop to supply daily needs should be readily available; an information center, a bank, and counselor stations need to be a part of the college physical plant.

The center must be an educational city with dynamic qualities to make the total educational experience exciting and challenging. The physical quality of the center can add much to the student's cultural and aesthetic experiences.

The physical environment can have a profound affect upon a person's attitude toward people, places, and situations. A great many cultural experiences must be built into the architecture, the landscaping, and the layout of the center.



A college committed to change

Resistance to change seems to be an inherent characteristic of human institutions. Education is no exception. Yet, we know that if there is to be progress, change must take place. Historians can point to societies which are buried under the sands of time because they failed to change. Philosophers and poets have shown the need for change: "We must all obey the great law of change. It is the most powerful law of nature. Weep not that the world changes—did it keep a stable, changeless state, it were cause indeed to weep."

Rock Creek presents a challenge to all of those interested in exploring the impact of change on education and offers an opportunity to participate in the planning to ensure that the facilities and programs will mirror change.

The planners for Rock Creek have, in fact, a clean slate on which to design, draw, and bring into being a new educational facility to meet the educational needs of a new community. They have the challenge and the opportunity to explore new and dynamic approaches to teaching and learning and to build a campus which will be, by its design, by its architecture, and by its programs, inviting to all who want a dynamic learning experience.

The living man who does not learn is dark, dark like one walking in the night.

Ming Lum Paoukern

From dream to reality

The dream and the vision for Rock Creek must eventually be brought to reality in the form of buildings, programs, organization, personnel, and administration. It will take the combined efforts of the dreamer, the educator, the architect, the builder, the student, and the citizen to make the dream come true.

The challenge to the architects

The impact of the buildings on the educational environment cannot be minimized. A willing student will learn from an able teacher in an open courtyard or sitting on a log. A good surgeon could probably perform a successful operation on a kitchen table; however, he will have more frequent success in a modern operating room backed up by technicians and specialized equipment.

The buildings, their relationships, decor, and design will have an important message to convey to students, staff, visitors, and the community. Architecture can shut one out or invite one to enter. It can tempt one to stay and enjoy the environment or to hurry through.

The learning center's architecture must be a part of the community environment. It cannot be a monolithic structure which remains architecturally aloof from the community. It must be an inviting place in which to be, to learn, and to see. The buildings of the learning center must mirror and support its educational philosophy, concepts, and programs. The college must be able to meet the changing requirements of the community.

THE COLLEGE AS A COMMUNITY CENTER

As an educational facility is brought closer to the individual, it has a better chance of becoming a part of his way of life. Rock Creek will be in the center of a new community, and it should become the focus for many activities of the citizens.

The learning center will be planned to provide many services to all citizens of the community, whether they are enrolled in programs or for classes. It will be to the taxpayer's benefit to make full use of these services.

Rock Creek must become a focal point for all kinds of community activities: seminars, lectures, exhibits, clinics, meetings. The center will be a place where one can visit, relax, meditate, take a walk, read a book, listen to music. It will be a people place for all of the citizens of the community.

The Rock Creek concept must bring together many educational ideas and practices. Some of the major concepts which are being incorporated into the plan are:

THE COMMUNITY AS A CAMPUS

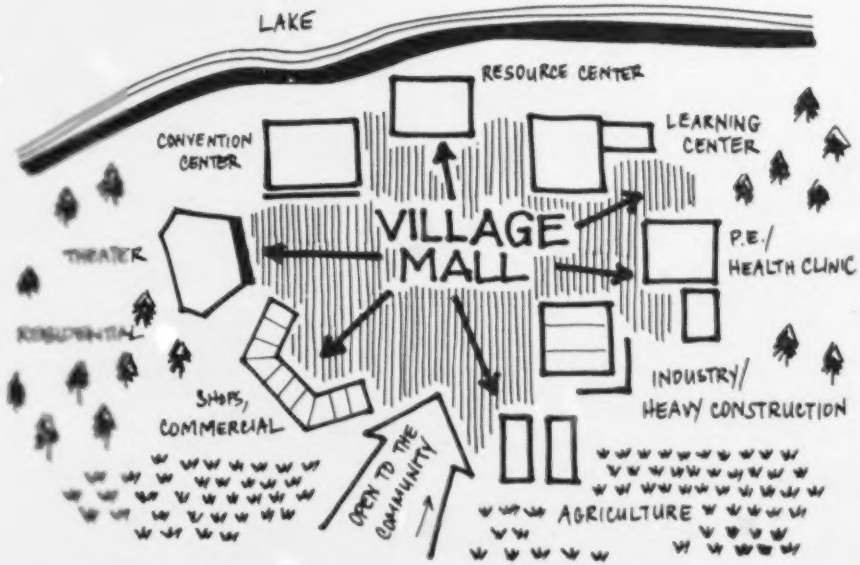
Education can no longer be looked upon as taking place only in a school building. The college must look upon the total community as having potential for teaching and learning. People, shops stores, government, factories, laboratories, all need to be integrated into the college's system for education. Only by bringing the world into close contact with the educational operation can the Rock Creek learning center realize its full potential. Rock Creek must interface the community. The college will flow through the community and vice versa to keep the college sensitive to the educational needs of the people.

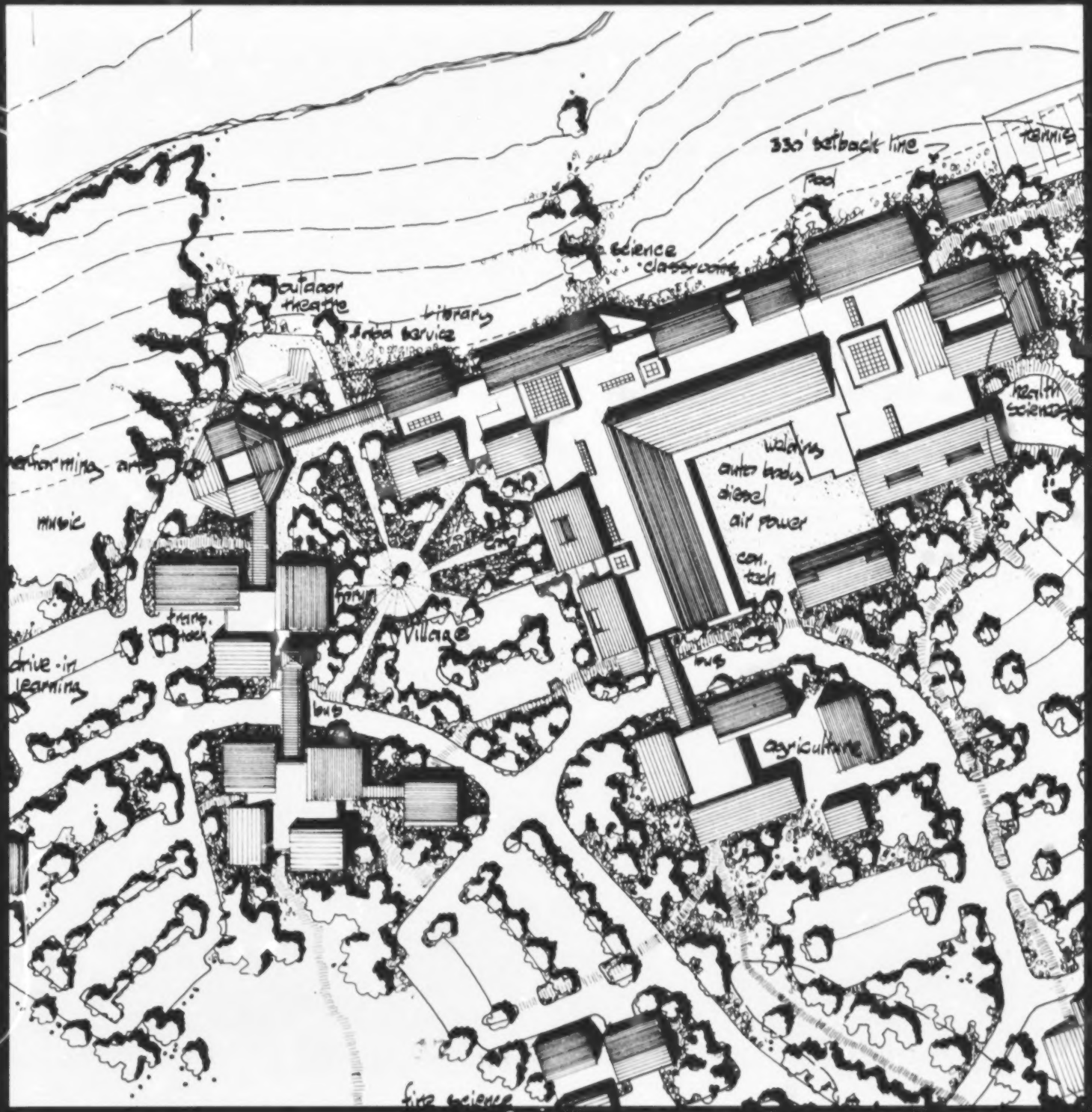
THE COMMUNITY PARTICIPATES

The Rock Creek concept has strong commitments to community and college interaction. One way this can be achieved is to bring some business and government services to the center. Many career programs will be enhanced by having a related business located at the center. Industrial and business enterprises will make learning stations available to advanced students.

Other governmental services such as a library, museum, the Intermediate Education District office, and the recreational district will be valuable additions to the community service concept.

Some of the major planning concepts



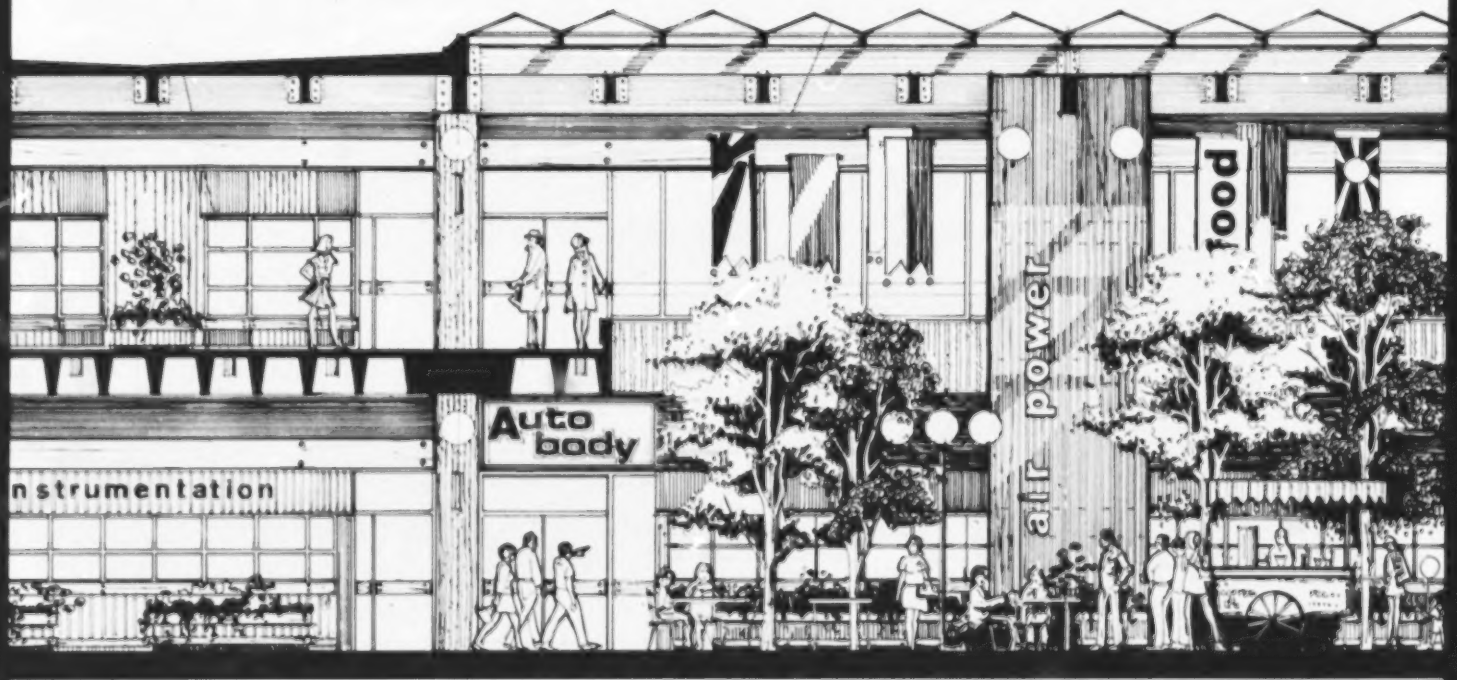

330' setback line
tennis
food
science classrooms
outdoor theatre
library
food service
health sciences
welding
auto body
diesel
air power
con. tech
performing arts
music
trans. truck
drive-in learning
Village
bus
bus
agriculture
fire science

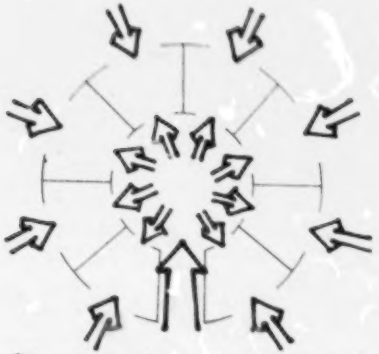
An Educational Shopping Center

Rock Creek will serve a large number of people with diverse educational interests and needs; therefore, the college must be in a position to provide many kinds of educational products and services. It must have its door open seven days a week from early morning to late night. It must, like the modern shopping center, be customer-oriented.

The educational products of the munity should be merchandised in the same way the successful shopping center offers consumer satisfaction. This is achieved by getting close to them, by satisfying their needs, by offering them free choices, by making them aware of alternative products, and by stimulating them to action. Every part of the shopping center is organized to seize attention, to inform about products, to motivate to buy.

The college must realize that to stay in business, it needs to deliver the kinds of goods and services which people want and need. The student will be able to enter at any time, leave when he has completed his objectives, and re-enter when he feels he needs more education. Rock Creek must become a dynamic center for educational and community services for the community, not an educational island removed from the community.



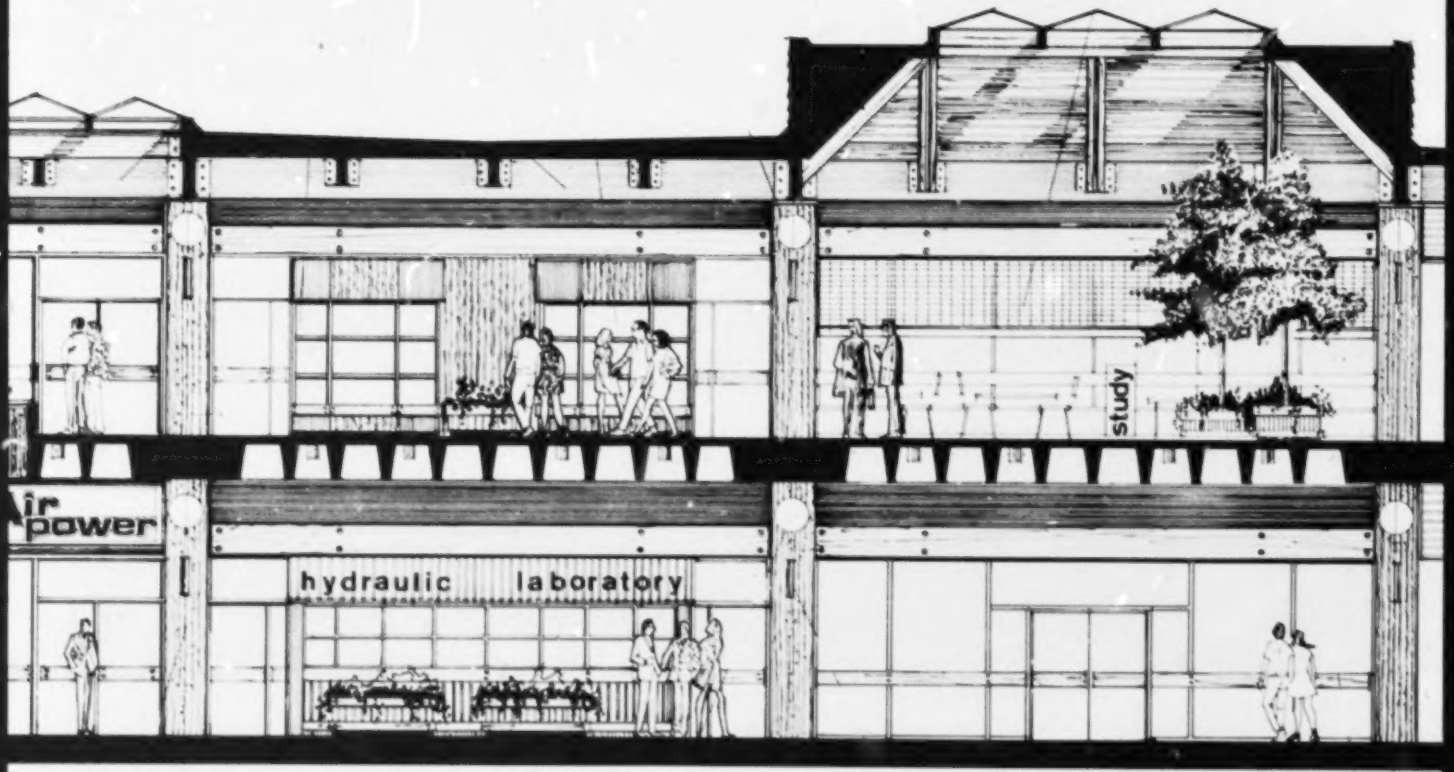


ROCK CREEK MUST BE AN OPEN DOOR 'EDUCATIONAL SHOPPING CENTER' WHERE ALL PROGRAMS AND ACTIVITIES ARE HIGHLY VISIBLE.

In a shopping center you have no difficulty finding out what's for sale. . . it is packaged and openly displayed, clearly labeled, priced, and described. You can compare product, value, and cost easily.

We should make sure we display the label and describe our educational offerings just as clearly. Portland Community College works at this through "look-in facilities," open classes, highly visual publications and brochures, plant layout which encourages student contact with a variety of learning areas. A unique modularized catalog which offers much easier direct comparison of programs, courses, and study units is available.

We try to promote the idea of educational exploration. The open mall design which is a distinctive feature of many shopping centers will be applied at Portland Community College's new campus. Large view windows which make a "look-in facility" out of every program space are a direct outgrowth of the concept.

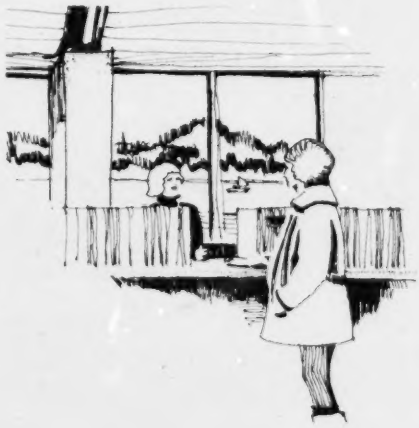


The Educational Clinic

Rock Creek will be open to all regardless of previous education or experience. To achieve this ideal it will be imperative that the college provide the kinds of services which will help each person assess his needs, strengths, and weaknesses.

Each student will be able to get an "educational x-ray" and complete diagnosis if he so desires. This diagnostic center will be the nerve center of the college. The purpose will not be to screen, label, or sort students but to help each person plan an educational program which best fits his individual needs, interests, and capabilities.

This center will provide the student with a skilled staff to assist him in overcoming learning problems, exploring programs, building basic skills, developing career goals and programs, finding a job, or obtaining a loan.



Learning Resources Support Center

Nobody is capable of doing well at everything. On the other hand, everybody can do at least one thing much better than he can anything else.

Ross Byron

All learning has worth and dignity for man and for society.

Amo De Bernardis

Existing technology for instruction and learning makes it possible to adapt programs to meet individual needs and provide different approaches to learning.

During the past fifty years millions of dollars and untold hours have been spent on researching and developing new approaches to teaching and learning. Science and technology have given the teacher and the learner many new tools.

People learn in many ways through the use of books, films, radio, TV, computers, pictures, equipment, teachers, tutors, and students. All of these learning resources must be readily available to meet the varied learning styles of students.

Not only must the teaching and learning hardware be available, but the human backup system must be provided. Media technicians and learning specialists will be a part of the teaching and learning team.

The Learning Resources Support Center will work in close cooperation with the educational clinic.

THERE ARE MANY APPROACHES TO EDUCATION...

Each program at Rock Creek will be planned to meet specific needs of the students and community. All programs will be designed in concert with advisory committees which represent labor, industry, business, students, and citizens. Some of the first programs to be located at Rock Creek will be those which are now housed in temporary facilities: Diesel Service Technology, Aviation Maintenance Technology, Building Construction Technology, Welding Fabrication, and Agriculture.

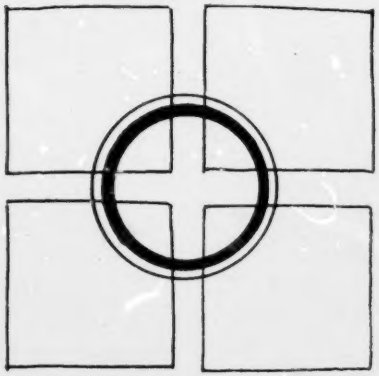
In order to keep the college sensitive to people's needs and wants, periodic needs assessments will be made.

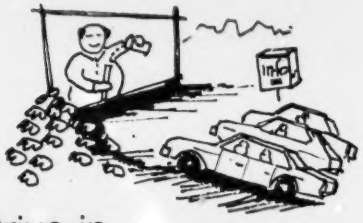
Educational Audits

It is standard procedure for institutions to have financial audits, but educational audits are rare. Rock Creek will carry out educational audits in order to keep programs abreast of changes in technology, new knowledge, and community needs.

Core Programs

Many programs have common learning units. These core programs will give the student an opportunity to develop basic skills and knowledge which will enable him to make a number of career choices. Core areas will be developed in a number of areas such as health, business, mechanics, agriculture, etc.





Drive-in Learning Center

In most of our planning for facilities, planners treat the automobile as a necessary evil at best. However, some businesses (banks, restaurants, movies) have capitalized on the automobile to house its customers while providing a service. Why shouldn't the school use the automobile in a similar way? A drive-in learning and information center will enable the student to get information on classes, programs, sample units, and other data without leaving the car.

Continuous Progress

A student should be allowed to progress through a program based upon his or her ability to learn and perform the required objectives. Freezing a student into a set time requirement works against the individual learning rates and abilities of people.

Educational delivery systems

Modular Programs

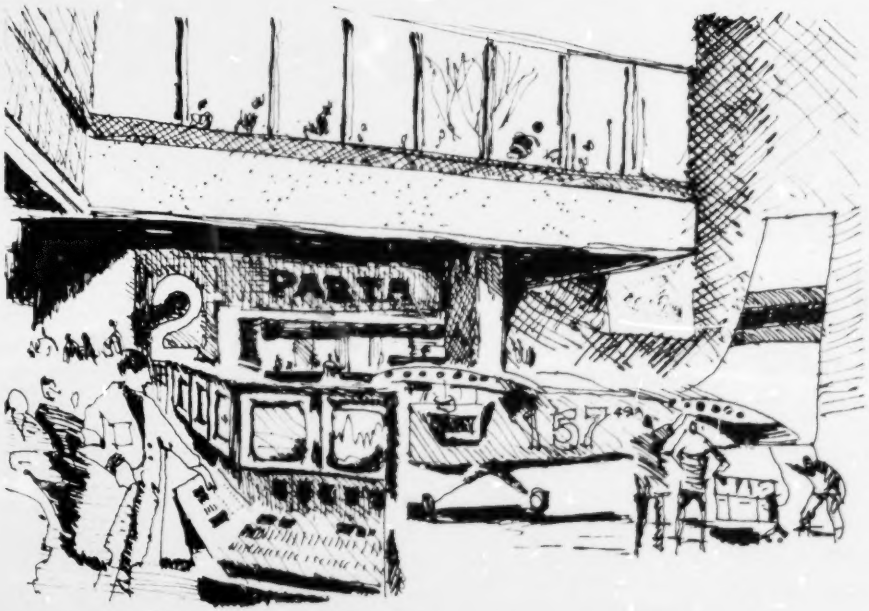
All programs will be based on performance objectives so that students will know exactly what is required for successful completion. Programs will be modularized to allow students to select components they need. For example, if a student needs to learn more about injectors to hold a diesel mechanics job, these modules can be taken without having to take other modules in the program.

Industry and Business Training Center

Located at Rock Creek will be a training center which industry and business can use to upgrade its personnel. This center will provide facilities and support services for a manufacturer or a distributor to hold sales and technical training sessions. It will be another step toward bringing the career education programs into closer relationship with the business world. The resource materials, equipment, and consultant contacts gained through these industrial groups will be of great assistance to students in career programs.

Educational Brokerage

The college will serve as an educational information center not only for PCC but for other agencies as well. People will be able to get information on the variety of learning and cultural opportunities available to the community.



Placement and Follow-up

Just developing a good career program for the student is not enough.

What happens to students throughout life must be an important concern of the school. Because of the need for continuous education, it will be necessary for the college to maintain close contact with its product. Each person should feel that he is a part of the institution throughout his life and that he will be welcomed back at any time for further skill development or enrichment.

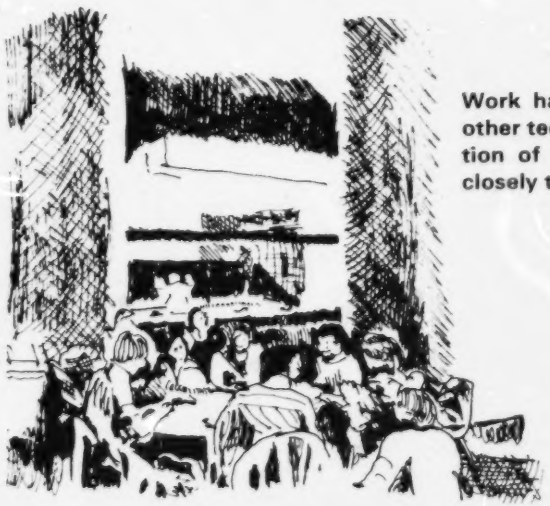
The college must market its product and stand behind it. Each student will be aided in finding a job. The center will operate a comprehensive placement system which will be in touch with employment trends and available positions. The placement office will help the student get a job and will follow up on each student to determine how well he is doing and to determine the strengths and weaknesses of the college's career programs.

Taking Education to the People

Not all education has to take place at a college center. Many programs can best be offered in the plant, in the home, or at the office. Through the use of television, video tapes, cable television, mobile units, and other devices, it will be possible to bring the services of the college to the learner.

The college will provide many satellite units throughout the district where groups can avail themselves of educational opportunities. These will all be linked to the total college educational system so that the student is in reality a part of the college no matter where his learning stations are located.

Career education is a part of the total process of education, and it is difficult, if not impossible, to separate general education from vocational education.



Work has a greater affect than any other technique of living in the direction of binding the individual more closely to society.

Sigmund Freud

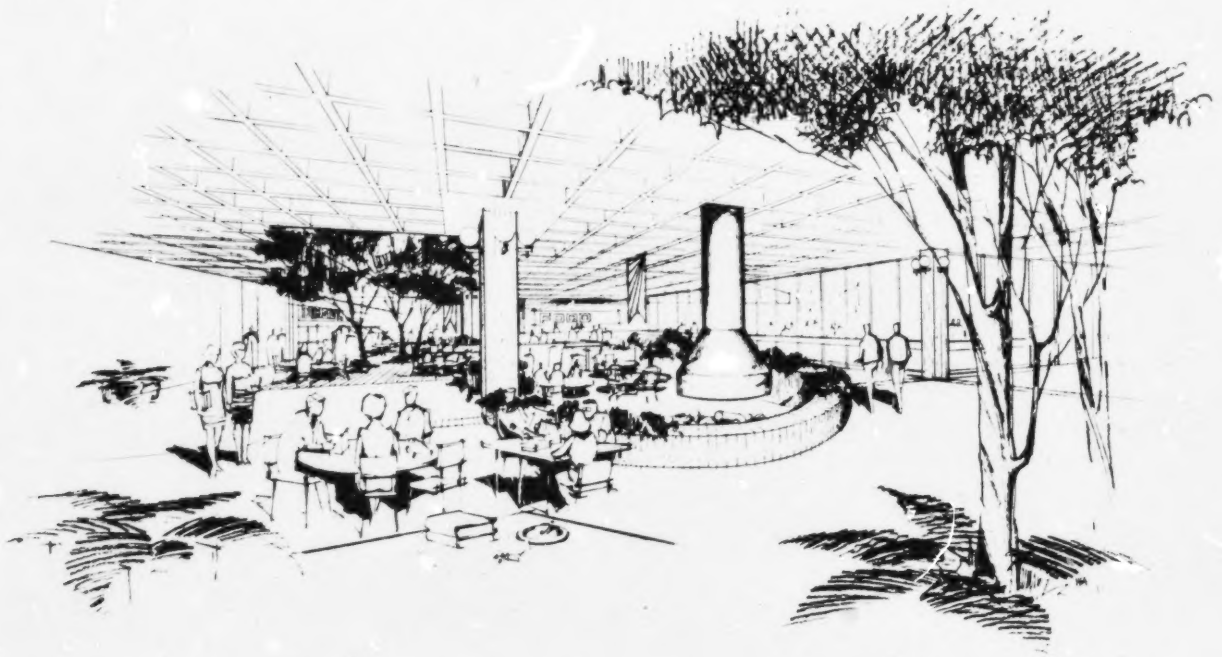
General Education

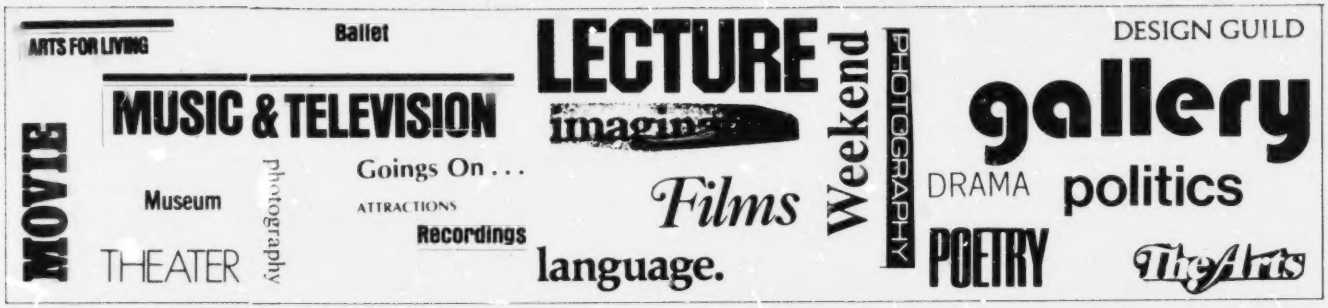
Man does not live by bread alone, and the person who is planning a career in a technical area needs access to the areas of art, music, and literature. The traditional approach to general education with required courses leaves much to be desired. New approaches are needed. Rock Creek will explore new ways in which to involve students in the arts, social sciences, literature, etc. not just for the time he is in a program but throughout his life.

General education opportunities will permeate the institution. The facilities, the decor, the staff, the landscape, all will build a rich living environment for the student.

Many activities will be offered to give students access to the social, political, and economic life of the community. Seminars, films, speeches, and other activities will give the student an awareness of a larger society outside his specialty. For example, the diesel mechanics student will examine the economic, social, and ecological impact of the diesel oil automobile on society. Students will be encouraged to explore the economic, social, and political topics which relate to a career area. In addition, all career areas will have a core of learning experiences which will deal with the social, economical, and political aspects of being a citizen—voting, consumer credit, labor unions, management, taxes, human relations, and others.

Specialists in the subject matter will be assigned to each career area to assist individuals or groups of students with specific deficiencies in mathematics, science, communications, English, and other fields. These specialists will be a part of the teaching and learning team.





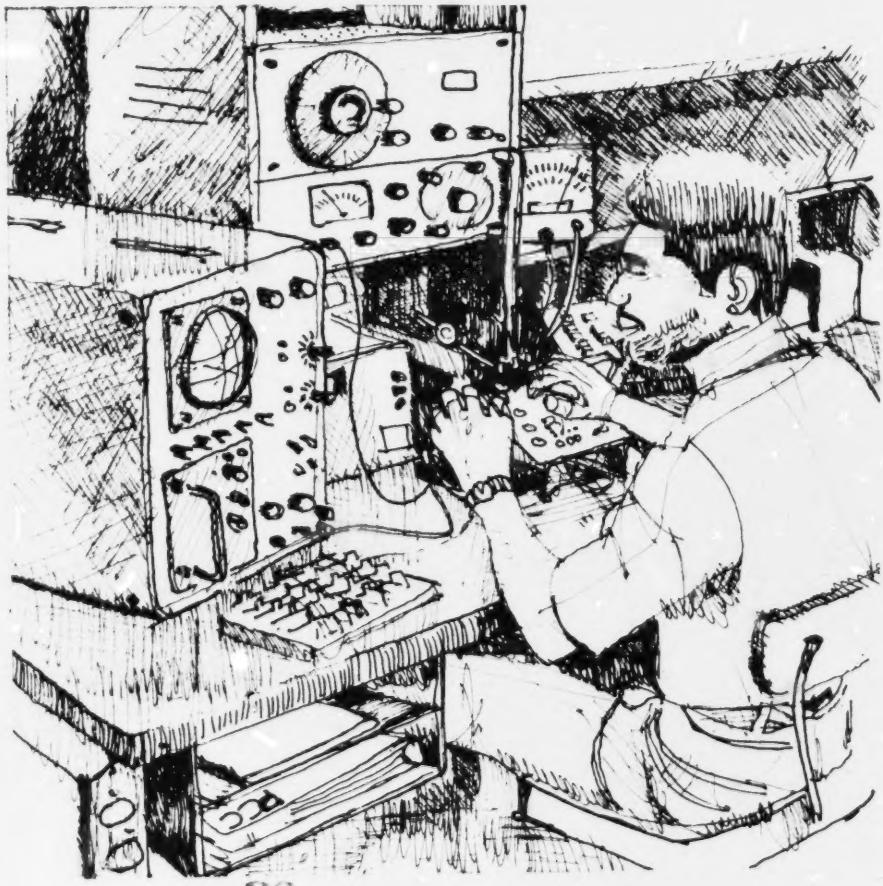
Articulation of Program with School and Community

Many students are capable of doing some college level work while they are in high school. Rock Creek programs will be closely articulated with nearby high schools so that students can take work at both institutions. The college will make available programs which high schools do not offer. For the smaller schools, the college will offer vocational programs to expand the smaller school's offerings. Every effort will be made to plan for a smooth transition from high school to college.

When the college determines that there are other agencies which can provide educational services at lower cost, it will contract with these agencies to provide programs.

Variable Credit and Costs

Students need to be able to buy a unit of education at a unit cost. There is no valid reason, except tradition, why a student must buy an eleven week course when he wants and needs only a small unit of the course. Programs at Rock Creek will be designed to allow a customer to take and pay for the amount of education he wants.



Educational Bank

The traditional college transcript is a record of the grades received in courses. At Rock Creek a system will be devised to record what the student has learned not only on the campus but in activities outside of the college as well. Credit for learning will be the emphasis. The educational bank account for each student will be kept for him as long as he desires. It will be a record of his learning achievement as he progresses. He will be able to draw on his account whenever necessary to verify his learning accomplishments.

Earn and Learn Experience

The learning center will be planned and operated to provide many realistic educational experiences. Areas such as the business office, food services, auto mechanics, bookstore, computer services, health services, etc. will provide instructional stations in the on-going operations of the college for students who have achieved basic skills. The student will be paid for his services, and he will be expected to perform at industrial and business standards. Students will assist in accounting, preparing food, selling in the stores, data processing operations, etc.

The people at Rock Creek

People are the key to a successful human enterprise. If the Rock Creek learning center is to be a success, it will be because the people who work there set the tone for implementation of its vision and dreams.

Far too often, the central focus in planning an educational program or facility is on the faculty and administration. Little consideration is given to the many other people who will support and be a part of the total endeavor.

Rock Creek will support the idea that all of the people involved will contribute to the learning environment. This concept will require the commitment of the custodian, the truck driver, the secretary, the mail clerk, and the groundskeeper. These employees will need to understand the objectives, programs, and organization of the college. It is assumed that each person hired for the college will have the necessary knowledge and skills to qualify for his position, including the secretary, learning specialist, materials' specialist, manager, and researcher.

In addition to these formal training qualifications, each person will be required to have previous on-the-job experience in his specialty. If the person employed does not meet this requirement, he will agree to a planned program to obtain the necessary field experience.

The selection process must include methods which will assist the selection team in obtaining the most qualified persons. The prospective employee will react, both verbally and in writing, to simulated situations which include learners and teachers in varying relationships. Through the use of video and audio tapes, it will be possible to present real life situations.

When it is decided to bring a new employee on the team, a complete review of his pre-hiring process will be made with him. An orientation program will be designed to give the employee a complete overview of the college's operation. Strengths and weaknesses will be discussed, and a planned program for self-development and improvement will be cooperatively designed and implemented.

The educational process is a human one; an educational institution is people—learners and the teachers. If the process is to be active and productive, the human qualities of each person will be the key to the success of Rock Creek. Each person selected as part of the instructional team will be motivated, will believe in the idea of the open door college, and will be committed to the idea that all people can and want to learn. He will receive satisfaction in seeing people strive and make progress toward reaching their potential. He will be a person who likes to innovate, to change the status quo, to create, and to work with people.

We are all teachers and we are all learners in the educational experience. The college exists for the student and society — not for the educator.

Arno De Bernardis

Some words which describe the person who will be selected to work at Rock Creek are: dynamic, enthusiastic, people-oriented, humane, fair, committed, decision-maker, team player, honest, active, community-oriented, and outgoing.

This is the beginning . . .

This publication was prepared to give an overview of the plans for the Rock Creek center of Portland Community College. It is hoped that the reader has caught the spirit and thrust of the new center. It is impossible to cover the entire concept.

Portland Community College was conceived and brought into operation during a period of great educational need. From its inception it has made an honest effort to fulfill its commitment and provide post-secondary educational services to all of its citizens.

Traditionally, education has been for the youth of a society. However, a dynamic, modern society must consider that education is essential to all citizens throughout their life span. Portland Community College with its open door policy has been able to serve a cross-section of the people of its district. Students can no longer be categorized into career and college transfer. People need and want diverse educational offerings.

In an educational enterprise, students should be honored and respected. Each program, each course, must have equal status in the eyes of the institution and the students. Our society cannot afford the luxury of labeling and sorting students into academic, vocational, or adult. Each person should be given dignity and respect for the educational program he chooses. Our society needs educated and skilled people in all work areas of the society.

Each program will represent a cross-section of the community. Students will be of all ages with many diverse needs—each seeking to satisfy his personal objectives. There will be those who want to gain new skills for future advancement, school drop-outs looking for another chance at education, and those who are there to take the first two years of a four-year college degree program. Many adults will be taking courses to enrich their lives. Senior citizens will be seeking programs which will open up new horizons. These and many more will be the students of Rock Creek. Each person, no matter what his educational needs may be, will be welcome. Where programs do not exist, new ones will be developed to take care of unique needs.

The student, the customer of the educational shopping center, is the reason the college exists. Rock Creek is another indication that the college is sensitive to community needs. This new facility is being planned and will be built on the successes of the past, but it will also incorporate new ideas and concepts which look to the future. It will be a people's learning center dedicated to serving the citizens of the community.

Rock Creek will be exciting in its concepts, creative in its design, and educationally sound for the people who will work there and for the people who will use its services and facilities. For the community, it will provide a cental focus for many of its activities.

The planning and the building of a complete new college center does not happen very often. Those involved in the planning can help make significant educational history. It will require an honest commitment to exploring and trying new approaches to teaching and learning by those who want to be involved in the planning and staffing. It will require positive attitudes toward accepting change as the grist for dynamic and relevant education. "Men make history and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous and skillful leaders seize the opportunity to change things for the better." This is the challenge which faces those who want to be involved in the planning of Rock Creek.

Educational institutions can no longer afford the luxury of operating for a select few in the society.

Nothing is impossible; there are ways that lead to everything, and if we have sufficient will, we should always have sufficient means.

La Rochefoucauld

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Appendix A

ACKNOWLEDGMENTS

People must be involved in planning a community college center. The following people have at various times during the past years given input, suggestions, and reactions to the Rock Creek concept.

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John Ugar
John Wirth

ORGANIZATIONS

Without the cooperation and input of organizations and businesses, a college could not provide services relevant to community needs. The following organizations helped to develop the Rock Creek concept.

Richard Able and Co.
Beaverton Chamber of Commerce
Bloodworth, Peterson and Partners Architects
William Blurock and Partners Architects
Burlington Northern
Central Nebraska Technical College
D. Christie Realty
CRAG
Danforth Foundation
Department of Air Quality
DEQ
General Telephone
HUD
McKay Water Control District
Mitchell/McArthur/Gardner/O'Kane and Associates Landscape Architects
Multnomah County Commissioners
Northwest Natural Gas
Oregon Board of Education
Oregon Graduate Center
Oregon Journal
Oregon Primate Research Center
Oregon State Highway
Oregon State Department of Health
Park City Corp.
Portland General Electric
Portland Metropolitan Boundary Commission
Riviera Motors
Rock Creek Water District
Sea Port Investment
Shannon Wilson, Inc.
Standard Insurance
State Department of Education
Tektronix
The Oregonian
Tri-Met
Unified Sewerage Agency
U.S. Department of Agriculture—Soils Conservation Service
U.S. Department of HEW
U.S. Office of Education
Washington County
Commissioners
Planning Department
Fire Marshall
Fair Board
Health Department
IED
Park and Water Resources
Public Works
Water Bureau
Wolf Creek Highway Water District
Wood, Wood, Tatum, Mosser and Brooke

COMMITTEES

Portland Community College staff members contributed their time, efforts, and knowledge on input and reaction committees. The Rock Creek Charrette Committee included education leaders from the Portland Community College District.

Diagnostic Clinic Task Force
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Appendix B

SEQUENCE OF EVENTS

The story of Rock Creek can best be told by examining the sequence of events leading to the present campus development.

June 1968	Portland Community College District formed – campus for Washington County projected.
November 1968	PCC Tax Base approved
January 1969	Conference at PCC with county planners to ask their help in locating a site for a new campus.
July 1969	Meeting with Washington County Planning department to discuss Rock Creek.
August 1969	Washington County Commissioner's meeting to discuss concept of a community complex in the Rock Creek area and the long range plans of the community college and other Washington County agencies.
September 1969	First in a series of meetings of the Rock Creek Charrette.
November 1969	First PCC Charrette – Educational and community leaders discuss educational/community interface.
January 1970	Meeting of Charrette Steering Committee with Executive Committee of McKay Creek Water Control District to discuss water needs for a new campus.
February 1970	Second PCC Charrette – Menucha.
March 1970	Appraisal of Rock Creek properties presented to Board.
June 1970	Meeting of PCC Board at Sylvania campus with Washington County Board of Commissioners, Planning Commission Chairman, and Planning Director – informational meeting on Rock Creek project.
August 1970	Board authorized the purchase of Rock Creek property.
September 1970	Washington County Planning Department presented its plans to the community for developing a long range land use plan for Northeast Washington County.
November 1970	West Campus Guidelines presented to Board by President.
February 1971	Staff of Washington County Planning Department met with PCC planning staff to discuss zoning and planning for Rock Creek.
April 1971	Purchased first parcel of Rock Creek site.
May 1971	Meeting on Rock Creek project at PCC attended by Washington County Public Health Department, Public Works Department Counsel, Parks and Water Bureau, Planning Department Administrator, the U.S.A., and PCC. Utilities – sewer, subsurface treatment, water, roads, master planning for the area, and involvement of other agencies in the project were discussed.
June 1971	Meeting with PCC personnel who had expressed interest in the Rock Creek concept.
June 1971	Letter from Washington County Department of Health stating that subsurface sewage disposal would be permissible at Rock Creek.
November 1971	PCC invited to send a team to a community college institute sponsored by the Danforth Foundation.
December 1971	Land acquisition for Rock Creek site completed.
December 1971	Danforth Community College Institute invitation accepted. Danforth team to plan Rock Creek campus.
February 1972	Employment of surveyor for Rock Creek site.
February 1972	Presentation of Rock Creek plan to the Hillsboro Chamber of Commerce.
February 1972	Meeting with Charrette Steering Committee to bring them up to date on progress on the Rock Creek campus.
February 1972	Updated Rock Creek Report presented to the Board.
March 1972	Employment of planners for preliminary master plan of Rock Creek campus.
March 1972	Employment of Planning consultant to develop community interface for Rock Creek.
March 1972	Meeting with high school district representatives to discuss use of Rock Creek campus as an educational center for the high schools.
April 1972	Danforth Institute team announced.
April 1972	Meeting with HUD representatives to discuss New Communities Program as it relates to the Rock Creek Area.
April 1972	Presentation of Rock Creek plan at Phi Delta Kappa.
May 1972	Meeting with PCC staff who had expressed interest in Rock Creek.
May 1972	Meeting with private land developers in the Rock Creek area to discuss comprehensive development plans.
May 1972	Visitations to all Rock Creek area high school districts to determine program needs and other services that PCC could provide for high school students at the new campus.
June 1972	Second meeting with private land developers in the Rock Creek area to discuss comprehensive development plans.
June 1972	Meeting with Washington County Fair Board regarding possible location of fair at Rock Creek.
June 1972	Board authorized property acquisition near the Hillsboro Airport for the aviation maintenance program.
August 1972	Danforth team attended Danforth Community College Institute, Columbia, Missouri.
August 1972	Purchase of Hillsboro Airport property.
August 1972	Third meeting with private land developers in the Rock Creek area to discuss comprehensive development plans.
August 1972	Visit to Tektronix to discuss Rock Creek with their department heads and administrators.
September 1972	Second meeting with Washington County Fair Board to discuss relocation of fair to Rock Creek campus.
September 1972	Presentation of Rock Creek plan at Pacific Center (Forest Grove).
September 1972	Final approval of Rock Creek site by Oregon Board of Education.
October 1972	Presentation of Rock Creek plan to West Slope Kiwanis.
October 1972	Presentation of Rock Creek plan in Forest Grove.
October 1972	Meeting with representative of HEW to discuss funding for Rock Creek project.
November 1972	Presentation of Rock Creek plan to Hillsboro Rotary Club.

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November 1972	Presentation of Rock Creek plan to King City Lions Club.
December 1972	Meeting with Beaverton School District Board of Directors to discuss Rock Creek.
December 1972	Meeting with selected staff to discuss need for Rock Creek Planning team.
January 1973	Presentation of Rock Creek plan to Riverside Kiwanis.
January 1973	Authority to contract with McKay Water Control District for irrigation water at Rock Creek.
January 1973	Presentation of Rock Creek plan to Portland Kiwanis.
January 1973	Presentation of Rock Creek plan to Moms and Dads Club, Banks, Oregon.
January 1973	Meeting with PCC staff who had expressed interest in Rock Creek.
February 1973	Presentation of Rock Creek plan at St. Helens.
March 1973	Presentation of Rock Creek plan to Beaverton Chamber of Commerce.
March 1973	Series of Articulation Task Force meetings began with high school and Portland Community College representatives to discuss Rock Creek programs and continuous high school/college articulation.
April 1973	Educational specifications meeting began with PCC staff members in those programs going to Rock Creek.
April 1973	Rock Creek update report distributed to Board with recommendation for architects.
April 1973	Danforth team attended second session of Community College Institute, Gatlinburg, Tennessee.
May 1973	Employment of architects for Rock Creek.
May 1973	Initial meeting of Rock Creek Steering Committee.
May 1973	Selected persons within the college asked to accept task force assignments to plan specific aspects of the new campus.
May 1973	Initial meeting of Instructional Programs Task Force—responsible for developing programs going to Rock Creek.
May 1973	Orientation meeting for instructors working on Rock Creek program development.
May 1973	First in a series of meetings of task force appointees.
May 1973	Fourth meeting with private land developers in the Rock Creek area to discuss comprehensive land development.
June 1973	Meeting with Washington County Administrative Department Administrator, Planning Department, Public Works, Health Department and U.S.A. to discuss the Rock Creek project.
June 1973	Letter sent to State Superintendent requesting his assistance in assessing the needs of the community for educational services and setting up a model for transition in career and vocational programs.
June 1973	PCC testimony at Multnomah County Commissioners' hearing on application for funds for McKay-Rock Creek Project.
June 1973	Final approval of McKay-Rock Creek Project application by Multnomah County Commissioners (PCC in attendance).
July 1973	Meeting with Unified Sewerage Agency of Washington County, to discuss sewage disposal plans for Rock Creek.
July 1973	Employment of soil mechanics and foundation engineers to provide soils information for the architects.
July 1973	Letter from Wolf Creek Highway Water District stating that they can adequately serve Portland Community College pending annexation and financing of water main extension.
July 1973	Meeting with two former Washington County Planning Directors to discuss plan for the Rock Creek campus.
July 1973	PCC filed its Conditional Use Permit application for the Rock Creek campus with the Washington County Planning Department.
July 1973	Right of entry to PCC Rock Creek property given to McKay Water Control District for surveying and engineering of Rock Creek Reservoir site.
August 1973	Meeting with the Department of Air Quality, DEQ, to discuss requirements for filing an impact statement for air quality control.
August 1973	PCC personnel met with representatives from high schools and the state government to discuss articulation and curriculum development in the agricultural program.
August 1973	Meeting with the Washington County Planning Department regarding progress report on the master plan for Rock Creek.
August 1973	Meeting with McKay Creek Water Control District to provide an update on the Rock Creek project and to consider potential uses of the lake.
August 1973	Meeting with Washington County IED to discuss the possibilities of IED relocating at Rock Creek.
September 1973	Meeting with Standard Insurance Company to discuss the Rock Creek master plan.
September 1973	Agriculture Articulation Committee met to resume planning of the agriculture program.
September 1973	The Washington County Planning Commission approved conditional use permit for Rock Creek Center with 12 stipulations to their recommendations for approval.
October 1973	Washington County Building Department and Washington County Fire Marshal gave the buildings at Rock Creek Center a class F-2 occupancy rating which is equivalent to that of a shopping center.
February 1974	President presented preliminary plans of phase I Rock Creek to the State Board of Education.
February 1974	Weekly meetings with architects scheduled.
February 1974	Work commenced with instructors on equipment schedules.
March 1974	Washington County Planning Commission decided that a conceptual plan showing explicit functions—meeting the county's definition of formal educational processes should be submitted before site plan approval would be granted.
March 1974	Meeting with parks department concerning interface with Rock Creek and park.
March 1974	Unified Sewerage Agency recommended that Portland Community College construct a gravity sewer line from the Somerset West system to their campus site.
March 1974	On March 15, 1974 application for approval was sent to the Department of Environmental Quality for the parking facility at Rock Creek.
April 1974	PCC planning staff and Tektronix representatives met to discuss Tektronix education program at Rock Creek.
April 1974	At the Washington County Planning Commission hearing for site plan approval the Commission required master plan be redrawn and resubmitted to show all buildings 330 feet from the lake.

April 1974	PCC requested a deferral for the required landscape plan so the students enrolled in landscape services at Portland Community College would be able to become actively involved in creating the master plan for Rock Creek. Request denied.
April 1974	A list of priorities for phase I construction was given to the architects.
May 1974	President presented Rock Creek story to the Washington County Chamber of Commerce.
May 1974	Annexation proceedings began with Wolf Creek Highway Water District.
May 1974	Received approval from Department of Environmental Quality for parking facilities.
May 1974	President met with new superintendent of Washington County IED regarding the IED building at Rock Creek.
May 1974	First bid date phase I site work.
June 1974	Meeting with Washington County Planning Department to discuss the landscape plan for Rock Creek.
June 1974	CRAG public hearing to hear citizens comment on the Rock Creek Campus.
July 1974	Site bid delayed pending Boundary Board decision regarding annexation to Water District.
July 1974	Meeting with Washington County Planning Department to discuss phase I and overall landscape plan.
August 1974	Bid opening phase I site work Rock Creek.
August 1974	Metropolitan Boundary Board approved PCC annexation to Wolf Creek Highway Water District.
August 1974	PCC Board authorized phase I site work contract be awarded at a time to be determined by president and college counsel.
August 1974	Received authorization from PCC Board to apply for state assistance for phase I Rock Creek.
August 1974	Application for state assistance for phase I Rock Creek, filed.
August 1974	Landscape plan resubmitted to Washington County Planning Staff.
September 1974	OEC filed writ of review suit in Multnomah County circuit court against Boundary Board for its decision to annex the Rock Creek site to water district. OEC requested Washington County Planning Commission to delay its approval of Rock Creek site plan until circuit court mails decision.
September 1974	Washington County Planning Commission approved Rock Creek site plan.
September 1974	Portland Community College picked up permit for footings for toilet tower to begin construction. Site work contractor commenced work.
September 1974	OEC filed injunction in Multnomah County for injunction against Portland Community College groundbreaking scheduled on Friday, September 27, 1974. Injunction denied.
September 1974	OEC attempted to file against Washington County Planning Commission to stop issuance of building permit — too late, permit already issued.
September 1974	Groundbreaking held at Rock Creek site.
September 1974	OEC filed temporary restraining order to stop work at Rock Creek. Order denied.
September 1974	OEC filed injunction against Washington County, et al., to invalidate the permit.
October 1974	OEC appeared before Washington County Board of Commissioners requesting recall of permit. Taken under advisement.
October 1974	Concrete footings for the toilet tower excavation essentially complete.
October 1974	Hearing in Washington County circuit court regarding injunction to stop work postponed.
October 1974	Oregon Environmental dropped its attempt to seek a preliminary injunction because they were unable to post a $250,000 bond.
October 1974	Portland Community College filed a demurrer responding to the court action of the Oregon Environmental Council in their attempt to invalidate building permit.
October 1974	Washington County planning staff inspected the site and determined that the project was under construction.
December 1974	Building construction out to bid. Sitework in progress.
January 1975	Award of building construction bid.
February 1975	Building construction begins.
January 1976	Occupancy of phase I buildings.
January 1976	Continuous reassessment of performance and service in and in the future terms of changing needs of people and society.

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Appendix C

BIBLIOGRAPHY

The following list of references are provided to assist the reader who wishes more background on the Rock Creek concept.

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Credits

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Rock Creek Architects: Bloodworth, Peterson and Partners, Portland, Oregon

Brochure design and graphic: William Blurock and Partners

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